

## BRENNEN ELEMENTARY

4438 Devereau Rd.  
Columbia, South Carolina 29205

**GRADES** K-5 Elementary School

**ENROLLMENT** 704 Students

**PRINCIPAL** Dr. Marian Crum-Mack 803-738-7204

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	41	2	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

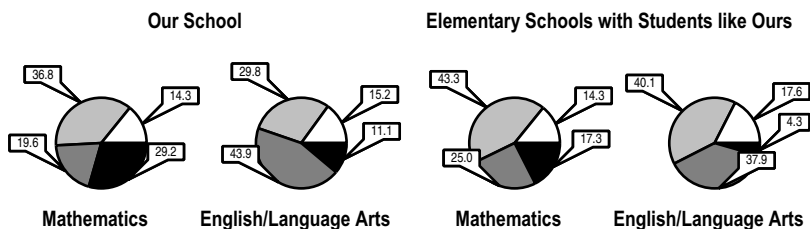
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	57	120	99
Percent satisfied with learning environment	92.6%	86.7%	92.7%
Percent satisfied with social and physical environment	96.5%	84.0%	87.5%
Percent satisfied with home-school relations	93.0%	89.2%	90.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	391	99.7	15.2	29.8	43.9	11.1	55.0	17.6
Gender								
Male	205	99.5	19.2	30.5	42.4	7.9	50.3	17.6
Female	186	100.0	10.9	29.1	45.5	14.5	60.0	17.6
Racial/Ethnic Group								
White	240	100.0	8.2	22.3	53.2	16.4	69.5	17.6
African-American	132	99.2	29.1	44.7	26.2	N/A	26.2	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	33.3	50.0	16.7	N/A	16.7	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	344	100.0	9.8	30.7	47.7	11.8	59.5	17.6
Disabled	47	97.9	61.1	22.2	11.1	5.6	16.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	391	99.7	15.2	29.6	44.0	11.1	55.1	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	386	99.7	12.8	29.9	45.7	11.6	57.3	17.6
Socio-Economic Status								
Subsidized meals	130	99.2	32.7	40.4	26.0	1.0	26.9	17.6
Full-pay meals	261	100.0	7.6	25.2	51.7	15.5	67.2	17.6

Mathematics								
All students	391	100.0	14.3	36.8	19.6	29.2	48.8	15.5
Gender								
Male	205	100.0	15.3	37.3	15.3	32.2	47.5	15.5
Female	186	100.0	13.3	36.4	24.2	26.1	50.3	15.5
Racial/Ethnic Group								
White	240	100.0	4.5	32.7	21.8	40.9	62.7	15.5
African-American	132	100.0	32.0	48.5	12.6	6.8	19.4	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	50.0	25.0	25.0	N/A	25.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	344	100.0	8.5	38.2	21.6	31.7	53.3	15.5
Disabled	47	100.0	63.9	25.0	2.8	8.3	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	391	100.0	14.1	37.0	19.6	29.3	49.0	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	386	100.0	11.0	38.1	20.4	30.5	50.9	15.5
Socio-Economic Status								
Subsidized meals	130	100.0	34.6	45.2	12.5	7.7	20.2	15.5
Full-pay meals	261	100.0	5.5	33.2	22.7	38.7	61.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	118	N/A	7.1	33.0	43.8	16.1	59.8
	Grade 4	115	N/A	7.3	30.0	47.3	15.5	62.7
	Grade 5	116	N/A	11.7	39.6	39.6	9.0	48.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	100.0	9.3	27.1	44.9	18.7	63.6
	Grade 4	133	99.2	11.1	27.4	49.6	12.0	61.5
	Grade 5	135	100.0	24.6	34.7	37.3	3.4	40.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	118	N/A	19.5	38.1	18.6	23.9	42.5
	Grade 4	115	N/A	14.4	28.8	18.0	38.7	56.8
	Grade 5	116	N/A	13.5	31.5	20.7	34.2	55.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	100.0	14.0	37.4	19.6	29.0	48.6
	Grade 4	133	100.0	6.8	40.2	20.5	32.5	53.0
	Grade 5	135	100.0	22.0	33.1	18.6	26.3	44.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 704)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Down from 2.5%	1.8%	2.4%
Attendance rate	96.2%	Down from 96.7%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	35.3%	Up from 33.3%	22.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.2%	Down from 9.3%	7.3%	8.0%
Older than usual for grade	0.9%	Up from 0.8%	0.5%	1.1%
Suspended or expelled	0.3%	Down from 0.8%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	60.0%	Down from 60.8%	54.2%	50.0%
Continuing contract teachers	83.6%	Down from 88.2%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.9%	Up from 86.8%	88.4%	86.2%
Teacher attendance rate	95.2%	Up from 93.3%	95.6%	95.3%
Average teacher salary	\$44,538	Up 1.2%	\$42,248	\$39,909
Prof. development days/teacher	7.9 days	Down from 8.1 days	10.3 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	18.6 to 1	Up from 17.4 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.5%	Up from 89.4%	90.7%	89.7%
Dollars spent per pupil*	\$5,789	Down 6.6%	\$5,576	\$5,892
Percent spent on teacher salaries*	79.0%	Up from 77.3%	68.0%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	92.4%	Down from 98.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Brennen Elementary School continues to provide a strong academic program, coupled with learning opportunities in art, music, physical education, drama, Spanish, technology, guidance, and sign language for our students. The school also provides a welcoming and sharing environment for our parents and community. The Palmetto Gold Awards for our Excellent Ratings on the 2001 and 2002 School Report Cards and the Red Carpet Award in 2001 for family and customer-friendly service highlight these accomplishments. Our PTO and School Improvement Council members are actively involved in planning activities and school improvement. Parents and other volunteers play a vital role in the education of our students.

We are proud of many student achievements. Fourteen fifth-graders received Presidential Awards for Academic Excellence or Achievement. Five students were honored by USC for outstanding science projects and activities. Twenty-six pieces of student art were displayed at the S.C. State Fair, with six winning awards. A fifth-grader won the highest award at the district's spring art show. A third-, fourth-, and fifth-grade class each won the district's Math Mountain competition for their grade levels. Our district recognized 51 students for award-winning entries in puppetry, videos, and book production, and a fourth-grader won the highest award in puppetry. Thirty-four students were recognized for Governor's Citizenship Awards. Everyone participated in a variety of school-wide service learning projects.

Data from previous test scores, administrative observations, and parent and teacher feedback indicated the need for teachers to use a wider variety of instructional strategies to enhance learning, increase technology instruction, and to continue increasing achievement for all students. We implemented the following strategies: solicited parent and community volunteers to read with students and tutor students in math, used staff members for tutoring during the day, improved the instructional strategies in the after-school tutoring program, and gave teachers at four grade levels the opportunity to visit other schools and learn from other teachers. An instructional assistant was hired for the computer lab to provide technology instruction for students and to support teachers in implementing technology standards. Specific strategies for assisting students struggling academically or scoring below basic on PACT were identified, which included after-school tutoring, mentoring, and academic assistance plans. High achievement for all students is our first priority at Brennen Elementary.

Brennen Elementary School, Principal: Sharon Bodie

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.